



BTEC INTERNATIONAL HEALTH AND SOCIAL CARE
UNIT 8: SOCIOLOGICAL PERSPECTIVES

Unit title	Unit 8: Sociological Perspectives
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	
● Unit 9: Psychological Perspectives ● Unit 10: Supporting Individuals with Additional Needs ● Unit 14: Policy in Health and Social Care	

Key to learning opportunities			
IA	Internal assessment	RS	Revision session
GS	Guest speaker	V	Visit
IS	Independent study	C	Classroom activities directed by teacher



Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim A: Understand how sociological concepts and perspectives are applied to the study of health and social care				
1-2	Introduction A1 Concepts and terminology used within sociology: diversity of culture and identity	C/IS	Introduction to unit: tutor to introduce unit using a video clip to demonstrate what sociology is as a subject. Class discussion: use question and answer techniques to share ideas using a mind map to answer the question: What is sociology, including examples from the real world. Small group activity: students to work in small groups to research concepts and terminology used in sociology (as per specification A1). - Use internet/textbooks to support research. - Share ideas as a whole class. - Use news articles to support implementation of the terminology in the real world – for example, the impact of social class on health and wellbeing. Independent task: students to work independently to produce a mind map, detailing research for one area of diversity of culture and identity, and share this with the class.	Tutor presentation Internet access/ research materials /textbooks
3-4	A1 Concepts and terminology used within sociology: the main social	C/IS	Tutor-led presentation: use PowerPoint presentation to introduce the main social institutions – family networks, education, health and social care services.	Tutor presentation Internet access/ research



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	institutions		Video clips: watch video clips/documentaries linking to family networks, education and different health and social care services available to consider how diversity of culture and identity can impact on these (positively and negatively). Paired activity: students to work in pairs to consider a social institution: ● how it works in society, the things that can have a positive/negative impact on the institution, the need for the institution etc, using the terminology to support discussion. ● Share ideas with other pairs in round-robin exercise: each pair should have information for all three institutions by the end of the activity. Independent activity: students should independently draw together all notes in a chosen format to ensure they have information for each social institution.	materials /textbooks Video clips suitable for each social institution
5-6	A2 The key sociological perspectives: functionalism	C/IS	Tutor-led PowerPoint presentation: introduce functionalist perspective. Question and answer: where can we see functionalism in society? What systems are in place in health and social care that demonstrate this perspective? Small group activity: students to work in small groups to research health and social care settings	Tutor presentation Internet access/ research materials/ textbooks



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			that implement a functionalist perspective and share with the class using a presentation. ● Research the perspective. ● Choose health and social care settings that implement the perspective. ● Produce a poster to share ideas with the class. Tutor-led activity: draw on knowledge gained from research activity to evaluate the perspective, considering strengths and limitations of the perspective in practice. Independent task: students to use ideas from presentations and tutor information to produce mind map for the functionalist perspective.	
7-8	A2 The key sociological perspectives: Marxism	C/IS	Tutor-led PowerPoint presentation: introduce Marxist perspective. Question and answer: where can we see Marxism in society? What systems are in place in health and social care that demonstrate this perspective? Small group activity: students to work in small groups to use information provided by the tutor to consider health and social care settings that implement a Marxist perspective and share with the class using a table format. ● Research the perspective/use information from tutor.	Tutor presentation Internet access/ research materials/ textbooks



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			● Choose health and social care settings that implement the perspective. ● Produce a table to share ideas with the class. Tutor-led activity: draw on knowledge gained from research activity to evaluate the perspective, considering strengths and limitations of the perspective in practice. Independent task: students to use ideas from presentations and tutor information to produce mind map for the Marxist perspective.	
9-10	A2 The key sociological perspectives: feminism	C/IS	Tutor-led PowerPoint presentation: introduce feminist perspective. Question and answer: where can we see feminism in society? What systems are in place in health and social care that demonstrate this perspective? Paired activity: students to work in pairs to research and consider health and social care settings that implement a feminist perspective and share with the class using a detailed mind map. ● Research the perspective. ● Choose health and social care settings that implement the perspective. ● Produce a mind map to share ideas with the class. Tutor-led activity: draw on knowledge gained from	Tutor presentation Internet access/ research materials /textbooks



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			research activity to evaluate the perspective, considering strengths and limitations of the perspective in practice. Independent task: students to use ideas from presentations and tutor information to produce mind map for the feminist perspective.	
11-12	A2 The key sociological perspectives: interactionism	C/IS	Tutor-led PowerPoint presentation: introduce interactionist perspective. Question and answer: where can we see interactionism in society? What systems are in place in health and social care that demonstrate this perspective? Small group activity: students to work in small groups to research and consider health and social care settings that implement an interactionist perspective and share with the class using a detailed mind map. ● Research the perspective. ● Choose health and social care settings that implement the perspective. ● Produce a mind map to share ideas with the class. Tutor-led activity: draw on knowledge gained from research activity to evaluate the perspective, considering strengths and limitations of the perspective in practice.	Tutor presentation Internet access/ research materials /textbooks

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			Independent task: students to use ideas from presentations and tutor information to produce mind map for the interactionist perspective.	
13-14	A2 The key sociological perspectives: postmodernism	C/IS	Tutor-led PowerPoint presentation: introduce postmodernist perspective. Question and answer: where can we see postmodernism in society? What systems are in place in health and social care that demonstrate this perspective? Paired activity: students to work in pairs to research and consider health and social care settings that implement a postmodernist perspective and share with the class using a detailed mind map. ● Research the perspective. ● Choose health and social care settings that implement the perspective. ● Produce a video blog to share ideas with the class. Tutor-led activity: draw on knowledge gained from research activity to evaluate the perspective, considering strengths and limitations of the perspective in practice. Independent task: students to use ideas from presentations and tutor information to produce mind map for the postmodernist perspective.	Tutor presentation Internet access/ research materials /textbooks



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15	A2 The key sociological perspectives	C/IS	Tutor-led: pause and reflect – recap each perspective with students as a whole class. Independent task: check to ensure that all notes are up to date for each perspective and share ideas with other members of the class where needed. Tutor-led activity: provide students with a case study of a health and social care setting and consider how the perspectives are used in this setting. Pair and share: students to work in pairs to apply one perspective to the given case study and share with other pairs until they have information for each perspective. Tutor-led evaluation: use question and answer to create a mind map that brings together ideas from the pair and share activity. Independent activity: students to use ideas from the lesson to draw together information that applies each perspective to the given case study.	Tutor presentation Internet access/ research materials /textbooks Case study Class notes
Learning aim B: Examine how sociological approaches support understanding of models and concepts of health				
16–19	B1 The biomedical model of health and alternatives	C/IS	Tutor-led: PowerPoint presentation to introduce the biomedical model of health. Video clip: demonstrating biomedical model in practice in health and social care. Small group activity: using the information	Tutor presentation Internet access/ research materials



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Lesson	Topic	Lesson type	Suggested activities	Resources
			provided, students should work in small groups to discuss the benefits and drawbacks of this model in practice in health and social care – they should consider its use with different groups (referring back to A1). ● Mind map biomedical model origins and significance. ● Include use in practice. ● Evaluation of the model. Tutor-led: PowerPoint presentation to introduce the social model of health. Video clip: demonstrating social model in practice in health and social care. Small group activity: using the information provided, students should work in small groups to discuss the benefits and drawbacks of this model in practice in health and social care – they should consider its use with different groups (referring back to A1). ● Mind map social model origins and significance. ● Include use in practice. ● Evaluation of the model. Tutor-led discussion: PowerPoint presentation to introduce the complementary model of health. Video clip: demonstrating complementary model in	/textbooks



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Lesson	Topic	Lesson type	Suggested activities	Resources
			practice in health and social care. Small group activity: using the information provided, students should work in small groups to discuss the benefits and drawbacks of this model in practice in health and social care – they should consider its use with different groups (referring back to A1). ● Mind map complementary model origins and significance. ● Include use in practice. ● Evaluation of the model. Tutor-led: PowerPoint presentation to introduce the personalised care models of health. Video clip: demonstrating personalised care models in practice in health and social care. Small group activity: using the information provided, students should work in small groups to discuss the benefits and drawbacks of this model in practice in health and social care – they should consider its use with different groups (referring back to A1). ● Mind map personalised care models’ origins and significance. ● Include use in practice. ● Evaluation of the model.	

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20	B1 The biomedical model of health and alternatives	C/IS	Tutor-led: recap each model through extended question and answer. Small group activity: use a case study of a local health and social care provision to consider how each of the models could be implemented. ● How each model can be used. ● Benefits and drawbacks of use in practice. ● Most appropriate model to use. Independent task: students to work independently, using notes from all lessons on each model to create evaluation mind maps of the benefits and drawbacks when used in practice.	Tutor presentation Internet access/ research materials /textbooks
21	B2 The concepts of health, ill health and disability	C/IS	Tutor-led: use PowerPoint presentation to provide students with an overview of the concepts of health, ill health and disability by introducing the key definitions of health. Tutor-led: use images to represent different states of health – create a discussion around what students consider to be ‘healthy’. Small group activity: students to consider biological and social constructs of health in relation to physical health, mental health and disability. ● Discuss biological and social constructs of health. ● Consider whether physical health, mental health and disability are biological or social constructs.	Tutor presentation Internet access/ research materials /textbooks



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Lesson	Topic	Lesson type	Suggested activities	Resources
			● Share ideas with another group. Class discussion: whole class to share ideas from discussion in feedback to create a large board mind map with tutor to use question and answer to gather ideas. Independent activity: students to work independently to gather notes from group task and class discussion to produce notes including key definitions and examples, biological and social constructs of health, and apply these to the previous case study used in class.	
22	B2 The concepts of health, ill health and disability	C/IS	Tutor-led: introduce the idea of medicalisation in health and social care. Small group activity: provide students with one topic of medicalisation (e.g. childbirth, lifestyle, mental health) to research. ● What is medicalisation? ● How has this area become medicalised over time? ● What are the benefits/drawbacks of medicalisation in this area? Class discussion: share ideas through a presentation for each topic of medicalisation. Independent activity: students to use the information gathered from small group activity and class discussion to produce a detailed mind map	Tutor presentation Internet access/ research materials /textbooks



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			considering medicalisation applied to previous case study. Tutor-led: introduce clinical iceberg and the sick role to students through PowerPoint presentation. Create a discussion surrounding self-care in relation to health and wellbeing, visits to health and social care provision, and the need to impose the sick role on individuals. Class discussion: whole class to consider their own use of services such as their GP, hospital and current health epidemics/recent pandemic to highlight both the clinical iceberg and the sick role.	
23-24	Learning aim A: Understand how sociological concepts and perspectives are applied to the study of health and social care Learning aim B: Examine how sociological approaches support understanding of models and	V/ C/IS	Visit: Tutor to organise a visit to a local health and social care setting to apply learning so far. Tutor-led: Introduce first assignment to class. Provide assignment and case study for local health and social care setting. Set deadlines for assignment submission. Independent task: students to gather notes for learning aims A and B to ensure they have everything needed for the assignment. ● Check notes – gather additional notes where needed. ● Check understanding of assignment. ● Begin assignment.	Tutor presentation Internet access/ research materials /textbooks Local setting

Lesson	Topic	Lesson type	Suggested activities	Resources
	concepts of health Assignment preparation			
Learning aim C: Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery				
25–26	C1 Inequalities within society	C/IS/GS	Tutor-led: recap concepts and terminology used in sociology. Guest speaker: visiting speaker from a local health and social care setting to discuss the inequalities faced by some of their service users. Documentary: use a documentary that considers inequalities within society (social class, age, disability etc). Students should consider: ● why this is an inequality ● the impact this has on health and wellbeing ● stereotyping, prejudices, labelling, attitudes including individual and societal biases, discrimination, marginalisation. Independent activity: students to work independently to produce a poster to detail their findings from the documentary. Small group activity: provide each group with one inequality in society (different from the chosen documentary) and ask them to research: ● why this is an inequality	Tutor presentation Internet access/ research materials /textbooks Guest speaker



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			● the impact this has on health and wellbeing ● stereotyping, prejudices, labelling, attitudes including individual and societal biases, discrimination, marginalisation. Class discussion: students to present their finding from the research task to the class and critique each group's findings.	
27-28	C2 Demographic change and data C3 Patterns and trends in health and ill health within social groups	C/IS	Tutor-led: use PowerPoint presentation to introduce terminology and data. Use graphs and charts to explain demographic change, mortality and suicide data, patterns of health, incidence and prevalence of disease, making links to previous lessons on inequalities. Pair and share activity: students to use data provided to consider how this can be applied to a social group facing inequalities in society, for example mortality rates in relation to social class. They should then share this information in the form of a poster with another pair in the class. ● What is the social group? ● What data is available? ● What does this suggest about incidence/prevalence of disease in this group? ● Local and national patterns and trends for the group. ● How does this link to the inequalities faced by the	Tutor presentation Internet access/ research materials /textbooks



Lesson	Topic	Lesson type	Suggested activities	Resources
			group? Class discussion: each pair should share their findings with the class, providing each member of the class with a copy of the poster produced. Independent task: collate findings from pairs and share activity and class discussion to produce own notes for each social group. Tutor-led: use question and answer/mind mapping exercise to apply findings to previous case study on a local health and social care setting, considering potential needs of the population, planning and targeting of services.	
29	C3 Patterns and trends in health and ill health within social groups	C/IS	Tutor-led: create discussion surrounding marketisation of health and social care through news articles/government policy. Video clips: use various video clips to emphasise points in relation to marketisation. Class discussion: learners to consider the benefits and drawbacks of marketisation of health and social care: ● What services are being marketised? ● How does this benefit/exclude each social group? ● What are the consequences for the future of health and social care services/service user groups?	Tutor presentation Internet access/ research materials /textbooks



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			Independent activity: students should use the discussions and video clips, along with additional independent research, to apply their findings to previous case study in their notes.	
30	Learning aim C: Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery Assignment preparation	C/IS	Tutor-led: recap demographic data, patterns and trends of health/ill health and social groups. Tutor-led: Introduce second assignment to class. Provide assignment and case study for local health and social care setting. Set deadlines for assignment submission. Independent task: students to gather notes for learning aim C to ensure they have everything needed for the assignment. ● Check notes – gather additional notes where needed. ● Check understanding of assignment. ● Begin assignment.	Tutor presentation Internet access/ research materials /textbooks Class notes Case study

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.